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ABSTRACT

This annotated bibliography lists 101 entries of selected educational materials published in Pakistan during the period April through June 1975. Pakistani journals, newspapers, and government publications provide the source of the materials. They are organized into 28 categories: administration, organization, and financing of education; adult education; agricultural education; curriculum; development of education; education reforms; elementary and secondary education; examinations; extracurricular activities; health education; higher education; Islamic education; teaching of languages; libraries; literacy; literature for children; medical education; philosophy of education; professional education; psychology; science education; teachers; teaching methods and media; technical education; textbooks; women's education; general materials about teaching and facilities; and a special section on educational goals. An index to authors of the materials is included. (AV)

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SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. AHMAD, Salim. Third Divisioners --- Khybar Mail (Peshawar) April 17, 1975.

Nearly a year ago the ban was imposed on the admission of third divisioners, but no steps have so far been taken to implement this decision by the university or the Government. In the first place, nothing is known as to why this ban was imposed and what the students had done to deserve the punishment of forfieting their right to study or go to other provinces begging for admission in the colleges. It is indeed strange that on the one hand the present government is trying to promote education, and on the other hand the Peshawar University is trying to deny education to a large number of students.

2. BUTT, Shahid Abdullah. Ta'aleemi Idaron Mein Garmeon Ki Chhuttian (Summer Vacations in Educational Institutions) --- Nawai Waqt (Lahore) June 28, 1975 (U).

The present system of examinations should be thoroughly overhauled in order to make education meaningful. It is a common complaint that long summer vacation has no meaning and should be cut short. Some think that the home-work that the students are required to do during holidays is meaningless, because no teacher ever bothers to see after the recess whether the assignment has been completed. Another proposal is to bind the teachers to pay periodical visits to their schools during the long holidays, so that any student who feels any difficulty can approach them for its solution. These proposals should be given deep consideration.

The most important question, after all, is that of reforming the present outdated system of education. It has already done much harm, and if it is allowed to continue, it would spoil the future of our coming generations.

3. MAJAZI, Rashid. Lecturaron Ki Kami (The Dearth of Lecturers) --- Imroz (Lahore) April 11, 1975 (U).

Government Girls College at Hafizabad is the only college in the Hafizabad sub-division with multifarious problems. But the Education Department has so far paid scant attention to the enlarging and improving of this institution.

One of the problems that the students are facing is the absence of our lecturers for Civics and History. They have to shift for themselves as best they can. It is also known why the degree classes were discontinued ir that college. The result, however, is that the students either discontinue their study after doing Inter, or go to other places for further study. The demand for the resumption of degree classes is, therefore, becoming more persistent.

ADULT EDUCATION

4. Bureau of Education. Directory of Adult Education Centres in Punjab --- Lahore, Bureau of Education. 14 p. June, 1975.

The directory is compiled to help the reader to appreciate the drive of the government for the expansion of adult education in the province of the Punjab. Adult education centers are being run by the local government department and the Girls' Guides Association of Punjab.

The information incorporated in the directory has been arranged at Tehsil, District, and Division levels. There are two sections in the directory, the first section deals with adult education centers under local government, and the second section deals with adult education centers under Girls Guide Association.

5. HUSAIN, Chowdhury Ghulam. Tark-e-Ta'aleem-e-Balighan (Drop Outs in Adult Education) --- Zaraee Digest (Lyallpur) 9(6): 50-55. June, 1975 (U).

Lower agriculture production is the direct result of lower literacy percentage in villages. A literate farmer is always more successful in his farming than one without education. To overcome the problem of illiteracy in rural areas, the government has started a big scheme of adult education, and a number of adult education centers are working in different villages. However, these centers are facing a very serious problem of drop-outs. A number of adults who join these centers give up education before completing the course.

The writer has briefly discussed various causes of the problem of drop-outs. In order to reduce the number of drop-outs the following suggestions are made: 1) the education should have economic, social, and religious interest; 2) school timing should suit adult students; 3) the venue should be suitable

for the purpose of teaching; 4) The teacher and his training should be carefully chosen; 5) suitable reading material should be easily available; and 6) the cooperation of local leadership should be insured.

AGRICULTURAL EDUCATION

6. KHAN, Najib Ahmad. Naye Nizam-e-Ta'aleem Mein Zarai Aur Funni Ta'aleem Ki Ahmiyat (Importance of Agricultural and Technical Education in the New System of Education) --- Musawat (Lahore) May 26, 1975 (U).

The announcement that the new syllabus will be based on agricultural and technical education is very wise, because majority of our population lives in rural areas and is engaged chiefly in agriculture. The students belonging to these areas have either remained unemployed after completing their education or flocked to big cities in search of opportunities. It is, therefore, necessary to give them suitable training in agraian arts, so that they may stay at their ancenstral places and contribute their best to the general economy of the country. For this purpose, a syllabus each on agriculture, tree plantation, and fishery should be introduced for them.

7. SABIR, Ghulam. Zarai Kutub Ki Nayabi (Dearth of Books on Agriculture) --- Musawat (Lahore) April 8, 1975 (U).

There is no denying the fact that in modern times science and technology have assumed a very important role in agriculture. In view of the galloping increase in population, promotion of agricultural education has become a must in Pakistan. But, unfortunately, books on this subject are not available to the students and they are finding it extremely difficult to continue their studies in this specialized field.

It is also a fact that literature on modern research is almost unavailable in the country. Although the present government has been trying to promote agricultural education and spending a major portion of its budget on it, the problems of the student who are interested in science and technology seem to remain as acute as ever. The difficulties they are facing in obtaining books on agriculture and other related branches of science and technology call for urgent solution.

CURRICULUM

8. KALIM, M. Siddiq. A New Approach to Curriculum Development --- Pakistan Times (Lahore) June 29, 1975.

With the exception of the few individuals directly engaged in curriculum designing, the teachers and educationists in this country know nothing of curriculum planning. They have their own strange ideas about the subject. Unless our teachers are thoroughly trained in the new techniques of curriculum planning and teaching, nothing useful can be achieved.

We should streamline the in-service training by creating sub-centers in each district where the master trainers train more teachers. At the same time the teachers should be required to keep abreast of the latest developments not only in their respective fields but also in methodology, so that they no longer remain passive partners in the educational process, but become active teachers in the real sense of the word.

Another important factor in curriculum improvement is our system of examinations which has now become meaningless. Curriculum making aims at bringing about a total teaching salution which includes not only class-room teaching but also what happens outside the class and the four walls of the school. So, curriculum activities should be more dexterously woven into the central pattern of teaching.

DEVELOPMENT OF EDUCATION

9. AHMAD, Abdul. Education Brings Mass Awakening in Baluchistan --- Morning News Karachi) April 30, 1975.

Education has been considered an all-important means of bringing enlightenment to the poor masses of Baluchistan. Today the total number of primary schools has touched the all-time high of 2361. There are 230 middle schools, 130 high schools, 6 Intermediate Colleges, and 12 Degree Colleges new functioning in the province. The number of educational institutions in the province has nearly doubled during the three years of present regime.

School education up to class VIII was made free from October 1, 1972, and free schooling in Classes IX and X was introduced from October 1, 1974. The allocation of development fund on

education also registered a more than twofold increase. Likewise the total grant of scholarships stands at 6.1 million rupees in 1974-75. The year 1973-74 witnessed the opening of 200 new primary schools, 30 middle schools and 8 high schools throughout the province. In addition 4 Intermediate Colleges were upgraded to the degree level. A unique scheme to provide door-to-door schooling facilities has also been prepared to set up 12 mobile schools in Baluchistan for the children of the nomadic population.

10. AHSAN, Mohammed. Ta'aleemi Taraqqi Kay Liye (For the Development of Education) --- Mashriq (Karachi) April 24, 1975 (U).

Education in Pakistan has ever remained negleted subject. The reason is that 85 per cent of the population living in rural areas has no opportunity of education. The present government have opened five thousand and five hundred educational institutions under the new education policy, raised the status of one thousand institutions and opened five thousand new primary schools. Seven hundred and eight primary schools were upgraded as Middle Schools, and two hundred and sixty Middle Schools were converted into High Schools. In addition to these, 21 new Intermediate and 25 Degree colleges were opened. What is needed now is to give top priority to the rural areas of our country, where most of the population is illiterate. Although the present government is making an all-out effort to educate the rural population, the results achieved so far are not encouraging.

11. AKHTAR, Sher Ahmed. Planning and Development in Education --- Khyber Mail (Peshawar) April 9, 1975.

Detailed and comprehensive statistics are a must for planning and development schemes and programs. So far as our schemes for opening new primary schools or upgrading primary schools to middle standard are concerned, we badly require complete and correct data in justification of the recommended programs. Such informations must be based on i) population of village concerned, ii) number of schoolage children, iii) number of adjacent feeding villages, iv) distance from the existing nearest schools, v) requirements of accommodation, vi) suitability of construction work, the climatic conditions, etc. vii) expected staff, and viii) essential equipment. Unfortunately, it invariably happens that while planning for new development program, the betterment and improvement of the existing schools is alwasy overlooked. This makes our development schemes ineffective.

EDUCATION REFORMS

12. AKHTAR, Saleem. Do Aham Ta'aleemi Zarooriyaat (Two Important Educational Needs) --- Nawai Waqt (Lahore) April 24, 1973 (U).

The nationalization of schools and colleges and free education upto Matric are worth mentioning because these have solved many problems of teachers belonging to private institutions. Parents of low income group have also been relieved of financial burden because of the concession. But one aspect of educational reforms, which has become a veritable problem, is the separate system of education now prevalent in the missionary schools and government and private public institutions. An assurance was given at the inception of the scheme of Education Reforms that the dual system of education would be done away with very soon.

It is most unfortunate that the Central Government stopped the decision of the Government of Punjab to change over to Urdu as the medium of instruction. Another unfortunate aspect is the slow pace at which new schools are being opened. The result is that a great number of children are deprived of admission both in primary and secondary schools. This is a very important problem that needs immediate attention.

13. JUNAD, M.M. Educational Reforms --- In: The Resurgence of Pakistan, 158-165. Karachi, National Book Foundation. February, 1975.

Reference has been made to two decisions on education policy in the 19th century, one in 1835 and the other in 1857, which brought into existence the education system prevalent till independence. The inadequacies of this educational system and their effect on the corporate life of the nation is pointed out. As the day of independence dawned, all these problems were delivered into the hands of the new nation. There is a brief discussion of the educational atmosphere from independence up to the time the new Education Reforms were introduced in 1972.

The new policy is designed to provide a massive shift from aimless general education to a more meaningful agro-technical education. The salient reforms envisaged by the new education policy are briefly mentioned.

ELEMENTARY AND SECONDARY EDUCATION

14. AHMAD, Manzoor. Primary Iskoolon Mein Dakhley Ka Mas'ala (Admission Problem in Primary Schools) --- Imroz (Lahore) April 18, 1975 (U).

The problem of admission to primary schools of Lahore has assumed alarming proportions. In most of the nationalized schools, students are being denied admission. This state of affairs has become veritable problem for the parents. At the beginning of every academic year, the students and their parents start running from one school to another for admission. But they are turned away from every door on the pretext of lack of accommodation. According to a conservative estimate, the number of students attending primary schools should be thirty hundred thousand, but there are only fifteen hundred thousand students on the rolls at present. This means that about fifty per cent students are deprived of education.

15. BATALVI, Ehsan. Qaumiyae Gae Iskoolon Mein Badunvanian (Malpractices in Nationalised Schools) --- Nawai Waqt (Lahore) May 25, 1975 (U).

The number of Primary, Middle and High Schools nationalised in the Punjab province was 1,650. The number of teachers working in these institutions exceeded 16,000, and the total number of scholars was more than eight hundred thousand. During the three years since nationalization, some of the major problems that cropped up are: 1) admission in schools, 2) various kinds of malpractices in educational institutions, and 3) deterioration in the standard of education. The following points are suggested to solve those problems: 1) All the heads and teachers of the nationalized schools should be immediately transferred from one institution to another. 2) Double shift system should be started immediately in all schools, particularly in the schools situated in big cities. 3) All applications for admission should be received only by the office of the Director of Education. 4) The present system of inspection of schools should be made rational and effective. 5) Private Schools should be allowed to reopen so as to provide a field of healthy rivalry between the public and private institutions.

16. CHOWDHURY, Khadim Husain. Iskool Kam Aur Ummidwar Ziada (Few Schools and More Candidates) --- Imroz (Lahore) May 4, 1975 (U).

There are at the moment eight hundred and fifty-eight schools, including missionary schools, for the population of two and half million. According to the statistics available for the Punjab till January 1975, there are 84 High Schools, 23 Middle Schools, and 312 Primary Schools. For the female students there are 91 High Schools, 66 Middle Schools, and 252 Primary Schools, in addition to 5 Junior Model Schools, one Central Model School, and one Pilot Secondary School.

The number of students attending these schools was 172, 317 for whom the number of male teachers was 3,605, and the number of female teachers was 4,614. Educationists are of the opinion that one teacher can teach only 45 students at one time. If this number exceeds, the standard of education naturally tends to fall. One of the reasons for the large number of failures is that the number of students far in excess of the capacity of a class, and the teachers cannot pay personal attention to every student. The only remedy for this situation is to start double shift in almost all the schools.

EXAMINATION

17. ALI, Javed. Sanctity of Examinations --- Dawn (Karachi) June 20, 1975.

The incidence of cheating at examinations has assumed alarming proportions in this province. No less than 1,329 such cases were detected last year in various schools, colleges, and universities. It goes without saying that far too many cases must have simply gone undetected or unreported. One wonders if any enquiry was initiated into the causes of widespread cheating. If not, it is time the phenomenon was thoroughly probed, so that a proper strategy could be evolved to curb the growth of this menace. Already a dangerous trend toward the assertion of the "right" to cheat at examinations is in operation. Invigilators have been threatened with dire consequences if they tried to prevent students from cheating or to report cases to the authorities. Before matters get worse, the authorities must make it known that strong disciplinary action would be taken against the students found guilty of malpractices and against the teachers if they are found to have connived at or tolerated cheating.

18. ALI, Khalid. Ta'aleemi Ham Ahangi (Educational Uniformity) --- Hurriyat (Karachi) April 15, 1975 (U).

The decision of the Conference of the heads of Education Boards that Matric and Intermediate examinations will, in future, be held throughout the country on the same date will be welcomed by all quarters. This decision was announced last year in principle, and it was expected that the new session would start simultaneously throughout the country. But it did not. For instance, the matriculation examination of the Education Board of Punjab is over, but in Sind the students are yet to know the exact date of the examination.

The latest decision of the Education Boards is not clear, as it does not say how it will be put into practice. It would be better if the present system of examinations is made somewhat light and easy. At present, after passing the examination of class VIII, students are required to sit for four examinations of the Boards. This number is not only unnecessary but also detrimental to the standard of education.

19. ANJUM, Akhtar. Imtehanat Mein Najaiz Zaraye Ka Iste'mal (Use of Unfair Means in Examinations) --- Musawat (Lahore) June 6, 1975 (U).

Unfair practices in examination halls have become a permanent feature of our academic life. One of the most common practice is to arrange the matters with the superintendents and invigilators of examination centers and smuggle books and prepared answers into the hall for the benefit of the relevant examinees.

The next step for the students is to greeze the palm of the clerks concerned and find out the names of the examiners appointed to conduct the practicals. A bargain is duly struck between the parties, and the result is gratifying to all.

The Chairman of the Board of Examinations, Lahore, is requested to organize a special team to conduct surprise raids on examination centers. Unfair means could also be checked by keeping the names of examination superintendents and examiners for both practical and written papers strictly confidential by the use of code numbers or any other technical deterrents that the education specialists might recommend.

20. EHSANULLAH. Imtehanaat Mein Naql Ka Rujhaan (Cheating Tendency in Examinations) --- Hurriyat (Karachi) June 22, 1975 (U).

The tendency to copy answers in examination halls is nothing new, but when it becomes a widespread habit, it has to be

curbed with a firm hand. According to latest statistics, during one year about more than 1300 students were caught red-handed in schools, colleges and universities of the province. Many cases must have gone undetected, of course. The responsibility for the spread of this evil lies largely on teachers and the administrations of the Education Department. The teachers are responsible in so far as they connive at this practice out of fear or sympathy. The authorities of the Education Department are guilty of treating the culprits leniently. If we are really serious about improving the standard of education, we should root out this evil by every means at our disposal.

21. JAN, Mohammed Farooq. Examination System --- Pakistan Times (Lahore) May 11, 1975.

We are in the midst of a rapid change in the examination system in our country. The present Government under the New Education Policy has introduced a new method of of examinations, known as the semester system. This system is already in vogue in both the developed and the developing countries. It is a good system, provided the tests are fair and the teachers avoid favoritism. It will create a harmonious atmosphere in the institutions, and the teachers and the students would draw closer to each other. It would become difficult to resort to any unfairness in tests, although this possibility cannot be ruled out altogether. In this system the shy and snubbed students would also suffer if the teachers do not give them a fair chance for improvement and encourage them in the proper manner.

22. KALAM, S. Shahzad. Examination System --- Dawn (Karachi) May 20, 1975.

The Board of Intermediate Education has ordered changes and modifications in the pattern of examination papers for intermediate examinations from the year 1975. It has also withdrawn the facility for raising divisions by allowing half per cent marks. It is not proper to make changes in the pattern of question papers or withdraw a facility at the tail-end of the academic year when only two months are left for the examinations of all those who have already cleared part 1. The concession for raising the division has been in existence for more than 27 years. It is unjust to withdraw a concession with retrospective effect. The rule benefited some deserving cases who were going to miss a higher division by a few marks. It is understood that the University of Karachi has been allowing one per cent marks to facilitate the prospects of a higher division for the university examinations. Surely, the university authorities must have kept in mind the chance

factor before setting the present pattern of examinations.

23. SAJJAD, Mohammad Aslam. Zehanat Ki Parakh (Test of Intelligence) --- Nawai Waqt (Lahore) April 16, 1975 (U).

Now-a-days examinations have become a headachec because the use of unfair means has reached its highest. In examination halls, most of the students in league with the invigilators openly take the help from the books. The matter has become very serious, and even the authorities have failed to stop this evil. As a result, even the intelligent students feel encouraged to use unfair methods. This is the most tragic aspect of our examinations. Worse still, the way the examinations are held, has become outdated. It encourages the students to memorize answers and reproduce them in the examination hall.

24. SIRAJUDDIN. Our System of Examinations --- Sun (Karachi) June 29, 1975.

A very important factor that enables British Universities to preserve a meaningful balance between teaching and examining is their absolute insistence on qualitative admission. Every aspirant has to take a compulsory written examination followed by an interview. Only overseas students are exempted from the interview. No admissions are made on compassionate grounds or any other considerations. The system of admission and examination in the Punjab University presents an ironic contrast. Whereas in the rest of the civilized world, examinations are oriented to teaching, and teaching is of a very high order, in our educational institutions teaching is oriented to examinations, and examinations are of a very low order. It was observed by one of our many Enquiry Commissions that examinations have acquired such a dominant position in our educational system that all instruction is subordinated to them. A teacher strictly conforms his teaching to the prescribed syllabus, never daring to overstep it, or take the initiative. All his work is slavery to examinations.

EXTRA-CURRICULAR ACTIVITIES

25. SALIM, Ashiq. Need for Recreation Education --- Khybar Mail (Peshawar) May 31, 1975.

Since recreation education encompasses the lifetime of the individual and goes beyond the limits of the 6-18 years allotted for formal education, it should be advised with extreme

care and forethought. Recreation education is not only a function of the family, but also of the school. The educators should commit themselves to the responsibilities of providing a program for the development of recreation skills. It has been pointed out frequently that the need for teaching basic skill in recreation program arises because of the failure of school system to teach fundamental skills. The school, however, is only one of the several agencies charged with the function of and responsibilities for, instruction in recreation skills. The school program is a phase of the guidance function. The carrying out of this function, as of all phases of the school program, is a responsibility of the principal.

HEALTH EDUCATION

26. AZAM (Mrs.) Sabra and KHAN, E.U. Ta'aleem-e-Jismani Kay Maqasid (Aims of Health Education) --- In: Health and Physical Education, 5-7. Lahore Maktaba Meri Library. March, 1975 (U).

It is an accepted fact that a healthy mind goes only with a healthy body. Thus, health education has now become part and parcel of every education scheme in all developed countries. The aims of health education are similar to those of general education, and those aims are achieved in schools through educational activities.

In brief, there are four aims of health education: 1) progress in physical development; 2) progress in movement development; 3) progress in mental development; and 4) development of the sense of good citizenship through games and physical activities. These aims are briefly discussed.

27. AZAM (Mrs.) Sabra and KHAN, E.U. Ta'aleem-e-Jismani Ki Ahmiyat (Importance of Health Education) --- In: Health and Physical Education, 1-4. Lahore, Maktaba Meri Library. March, 1975 (U).

Right from the beginning of human life man has been well conscious of physical education. In olden days physical wellbeing was a down right necessity of the day for food and self-preservation. Today, of course, physical well-being is not required for the purpose of food and protection. But it has come to acquire more importance for obvious reasons.

The complexities of modern life have created numerous hazards for health, and without proper health care it is impossible to lead a normal active life.

The writer briefly discusses the various reasons that make health education an important subject in the present-day curricula.

HIGHER EDUCATION

28. HASAN, Wajid Shamsul. Karachi University --- Daily News (Karachi) June 5, 1975.

Karachi University, which is one of the biggest and most important educational institutions of the country, has been long suffering from financial stringency. It is also unfortunate that per capita grant of Karachi University is the lowest in the country as compared to other universities. However, ever since the People's Government has come to power, the situation has shown a gradual improvement. The University has added some new teaching departments and the number of seats has been increased in others. In order to raise the standard of the University and to maintain its status, more financial assistance is needed. The Government has to look into the affairs of this seat of learning and save its status and standard from deterioration.

29. Karachi University Kay Liye Uboori Imdad (Interim Grant for the University of Karachi) --- Hurriyat (Karachi) May 11, 1975 (U).

No investment is being made in Pakistan to develop the department of education and augment the trained manpower we need today. Naturally, Pakistan's progress in this field is not encouraging, and development programs are being affected in various fields. A few weeks ago, eminent scientists of the country have expressed the view that we need trained manpower in the various scientific subjects in increasing numbers to cope with the growing demands of economic and industrial development in the country. To achieve this end, a science policy has been framed, but it cannot succeed unless the universities, which produce trained manpower, are made financially sound and strong.

The University of Karachi is suffering from financial stringency. This state of affair was brought to the notice of the government by the various associations of teachers, newspapers, etc. The annual grant to this University is not adequate to meet the increasing expenditure. The annual grant, therefore, needs to be increased, so that the University can play an effective role in the national development programs.

30. MUNAWWAR, Mohammad. University Ta'aleem - Ek Almia (University Education - a Tragedy) --- Nawai Waqt (Lahore) May 31, 1975 (U).

The system of examinations we have introduced at the university level has failed to produce the desired results. During the past two years the results of Statistics (M. Sc.) show that in 1971, 17 out of 63 students and in 1972, 14 out of 60 students passed the examination. The results of English (M.A.) for the same period is also very poor. Out of about five hundred students, only 22 were declared successful, of whom only two got the second division. The post-graduate students of the University of the Punjab are required to study a great number of books. Obviously, no student can study so many books in the limited space of two years. The education can be raised only by a thorough overhaul of the system of examinations, and the stoppage of the annual increment of the lecturers who fail to show more than 50 per cent pass results.

ISLAMIC EDUCATION

31. LOBO, Anthony T. Islamic Concept of Education --- In: Educational Ideas and Their Impact, 282-326. Karachi, Roti Press. 1975.

Repeated stress has been laid on learning in the Holy Quran, in the Prophet's sayings, and in the sayings of his companions. The theology and the philosophy of Islam are mentioned in the book and Iqbal's description of Islamic education is explained. There are three views of Islamic education, viz., the modern view, the fundamentalist view and the traditional view.

Islamic concept of education is further discussed under the headings: 1) educational values in Islam; 2) reason and revelation in Islam; 3) professional ethics in Islam; 4) Islam as a way of life; and 5) education in an Islamic social order. The writer has discussed in some detail the main principles of Islamic education under the headings: 1) commitment to the student; 2) commitment to the community; 3) commitment to the profession; and 4) commitment to professional employment practices.

32. KALIM, M. Siddiq. The Status of English Language in Pakistan --- In: Pakistan a Cultural Spectrum, 180-188. Lahore, Arsalan Publications. 1973.

The teaching of English language in the subcontinent over the past 100 years or so has created certain traditions which are responsible for its retention even today as the language of our education, administration, and culture. From the very beginning of the British rule, English was introduced as the medium of instruction, and English-educated people were preferred in services. After independence, popular demand grew for the replacement of English. However, a section of the people still insists upon retaining of this language as the official language.

The writer had discussed the young students' attitude toward the status of the English language today, suggesting that it should be more or less pragmatic, and that English should continue as a functional language.

33. SALAHUDDIN, Syed Mohammed. Qaumi Zaban Ki Ahmiyat (Importance of National Language) --- Jang (Karachi) May 15, 1975 (U).

It is an admitted fact that the basic factor responsible for the slow pace of our economic development is the respect we have shown to our national language. We have adopted English as our official and educational language in spite of the fact that about 90 per cent of our population does not understand it. Unfortunately the knowledge of English has become the test of the wisdom and knowledge of a man in Pakistan. The result is that majority of students try to get through the examinations either by memorizing the lessons or seeking the help of prepared guides and notes. They never bother to understand and digest the contents of the prescribed books. At a time when all the developed and most of the developing nations are using their own languages as far as humanly possible, we are sticking to a foreign language. It is high time we declared Urdu as the medium of instruction in our country.

LIBRARIES

34. RIZVI, Syed Nasir. Hamari Librarian (Our Libraries) --- Imroz (Lahore) June 30, 1975 (U).

The present conditions of our libraries are lamentable beyond description. Financial assistance is provided annually by the government to the libraries for the purchase of books both from within the country and abroad. But invariably it remains unutilized and lapses to the government year after year. This only shows the flagrant indifference of the school authorities toward the future of the students and the improvement of the educational institutions in the country.

Mismanagement is another evil afflicting most of our libraries. Books are simply dumped on shelves and tables. Post-graduate students, especially those of the English department, do not get the books they want.

35. SIDDIQI, Misbahul Haq. Iskoolon Mein Librariyun Ka Qayaam (Establishment of Libraries in Schools) --- Kitab (Lahore) 9(8): 29-29. May, 1975 (U).

The article emphasizes the importance of libraries. In our country few people take advantage of the library facilities. We have a few good libraries, but fewer is the number of persons who put them to proper use. So far as schools are concerned, they have practically no libraries worth the name. Even in the few schools that have their own libraries, the management of these institutions is extremely clumsy.

The selection of books is very important and demands great care. Some suggestions are given for the selection of suitable books for school libraries. It is pointed out that trained librarians are required to man school libraries. Some guidelines are presented for running a school library on smooth lines for the maximum benefit of the students and the teachers.

LITERACY

36. AHMAD, Shahid. State of Literacy --- Dawn (Karachi) May 13, 1975.

It is of paramount importance, in the course of a renewed drive against illiteracy and ignorance, to make the masses of the people adequately aware of the many benefits of

education, particularly its function in developing skills and promoting productive endeavours. A corollary to this is to give education a more pronounced functional bias at the secondary level, aimed at providing a reasonable degree of knowledge on such simple disciplines as correct application of fertilizers, irrigation water, and pesticides.

Since a large-scale expansion of educational facilities involves time as well as enormous resources, interim measures have perforce to be taken to close the existing gaps and to keep ahead of the demand build-up resulting from population increases. One such measure would be to switch over to a double-shift system in schools, so that a substantial increase in the available educational facilities can be achieved within a relatively short period and without the involvement of prohibitive investments. In this, as also in any future expansion program, there must be a major shift toward meeting the educational needs of the rural areas, which have so far remained sadly neglected.

37. MALIK, Azmat Anjum. Nakhwandgi (Illiteracy) --- Mashriq (Karachi) April 18, 1975 (U).

The standard of education as well as the percentage of literacy is very low in Pakistan. The condition of education, particularly in rural areas, is distressing. No serious efforts were ever made to impart basic education to the people living in villages. There are very few schools in the outlying areas, and the few adult education centers that exist their serve no useful purpose. Teachers who are employed for this purpose lack interest and devotion. Unless illiteracy is eliminated completely from every part of the country, we cannot compete in any field with other nations.

To fight against illiteracy is indespensable for political, social, and economic progress of the nation. The whole nation has to make concerted efforts for achieving hundred per cent literacy in as short a time as possible. The Government should accelerate its efforts to spread education by opening more and more institutions in the rural areas.

38. ZAKI, W.M. The People's Open University --- Islamabad, People's Open University. 75p. 1975.

The educational situation in Pakistan was given serious and systematic consideration at the time of the framing of the new Education Policy, which incorporated the idea of the People's Open University. This University was inaugarated under an

act of Parliament promulgated in May 1974. As its central objective, the People's Open University aims at making opportunities available for lifelong education, particularly to those who must continue earning their livelihood while they study. The principal beneficiaries of the program of the People's Open University will be the masses, particularly those in rural area.

The scheme of the People's Open University is discussed in some detail under the headings: 1) the concept - mass media, educational opportunity, and resource constraint; 2) the program - general education, functional education, and courses of study; 3) the structure - management, organization, and administration; and 4) the campus - present arrangements and permanent campus. In the appendices information is provided about the executive council, the academic council, the finance committee, and the selection board.

LITERATURE FOR CHILDREN

39. SURRAYIA, Fatima. Bachchon Ka Ashiai Adab (Asian Literature of Children) --- Kitab (Lahore) 9(9): 31-34. June, 1975 (U).

Children's literature, be it poetry or prose, is the reflection of the knowledge and experience of the elders. A child's mind is like a clean slate and one can inscribe any thing on it. If the society is rich in knowledge, the child's mind will receive a rich store of knowledge. Otherwise, the knowledge he gains will be correspondingly poor.

Asian literature for children is very rich. However, this rich literature is in more use in America and Europe than it is in Asian countries. We are questioning our rich heritage of children's literature labeling it as fantastic stories of fairies and kings and princesses which have nothing to do with our actual life. The writer emphasizes the contribution of our old imaginative tales and points out that we should not neglect this rich heritage which will greatly help in the proper upbringing of our young ones.

MEDICAL EDUCATION

40. AHMAD, Jameel. Lahore Mein Medikal Kalij Ka Qayaam (Establishment of Medical College in Lahore) --- Nawai Waqt (Lahore) April 19, 1975 (U).

The announcement by the Government of the Punjab that a new Medical College consisting of three hundred seats would soon

be established is a welcome news for educational quarters. The Punjab is the biggest province of Pakistan in respect of population, but it has disproportionately few medical colleges. The standard of admission is, of course, very high. As against this state of affairs, students with second division are freely admitted to Medical Colleges in Sind and Baluchistan. This inequality of opportunity in the same field and the same country has created bickering and a sense of frustration among the medical students in the Punjab. However, it is heartening to see that with the establishment of a new medical college in the Punjab, the Government have raised the number of seats by 55 in the Rawalpindi Medical College.

41. HUSAIN, Matloob. Medikal Kollijon Mein Kota System (Quota System in Medical Colleges) --- Hurriyat (Karachi) April 21, 1975(U).

Quota system has also been introduced for admission to Medical Colleges. The main object of this system is to provide special facilities to the backward regions in educational and economic fields, and to bring them at par with the developed areas. As a matter of fact this was not done. But this system is being used for depriving the first divisioners, who do not belong to backward regions, and for admitting the third divisioners who come from the backward regions.

The students coming from backward regions should, of course, be encouraged and given their due share in all fields of education, but this should not be done at the cost of intelligent and good division holders. The quota system has done much harm to the standard of education.

42. SHAFIQ, Mohammed. Another Medical College --- Khybar Mail (Peshawar) April 23, 1975.

Since independence in 1947, only one Medical College has been established in the province, whereas the number of similar institutions in other provinces has gone up from 2 to 7 in the Punjab and from 1 to 6 in Sind. More institutions have been set up in the last three years than in the past two decades. Besides, there are post-graduate institutions, one in each, in the above mentioned two provinces, whereas we have had only a promise for a Medical University somewhere in Hazara. Since 1953, when Khyber Medical College was established, the standard of health requirements and the number of students keen and intellectually eligible for medical career have gone up manifold. It is high time the Provincial and Central Governments took immediate steps to establish at least one more medical college in the province this year.

43. SULAIMAN, Syeda Atiya. Larkion Kay Ilahida Medikal Kalij Ka Qayam (Establishment of Separate Medical College for Girls) --- Mashriq (Karachi) June 10, 1975 (U).

The growing demand for medical practitioners in the country can be met only by opening more medical colleges. Although the Government has taken steps for solving this problem by establishing some new medical colleges in the country, the number is still not adequate. The government should also establish a separate medical college for girls in Karachi on the pattern of the Liaquat Medical College for Girls at Lahore. As the number of girls desirous of going in for medical education is growing each year, a separate college for them has become a pressing need of the day. At the moment female students are not represented fully in medical colleges of Karachi. Even the first divisioners are refused admission because of shortage of seats.

PHILOSOPHY OF EDUCATION

44. LOBO, Anthony T. Allama Iqbal's Educational Philosophy --- In: Educational Ideas and their Impact, 362-385. Karachi, Roti Press. 1975.

Iqbal lived at a time when Muslim power was at a low ebb, and the European powers were in the ascendant. His studies taught him that the key to Europe's dynamism and development lay in their way of thinking or philosophy. All Iqbal's poetical and philosphical writings and his political work was geared to renew or reconstruct the religious thinking of Islam in a way that would help Muslims regain their dynamism and progress.

Iqbal's philosophy revolves round his concept of 'Khudi', which may be called character, individuality or, ego. His scheme of education also aims at the development of ego or 'Khudi'. The writer has discussed in detail the idea of 'Khudi' in Iqbal's philosophy.

45. LOBO, Anthony T. Democratic Philosophy of Education --- Educational Ideas and their Impact, 209-258. Karachi, Roti Press, 1975.

Democratic education has as its central purpose the welfare of the people. In order to understand the different meanings of the definitions of democracy we should trace the growth and development of democractic ideas in history in the following

order: 1) the Greek concept of democracy; 2) the American concept of democracy; and 3) the modern concept of democracy. These three concepts are discussed. The modern concept of democratic education is explained as presented by Adam Curle under the headings: 1) the undemocratic system; and 2) the democratic counter-system.

The concept of democratic education of John Dewey is discussed at length under the headings: 1) historical evolution according to Dewey; 2) John Dewey's views; 3) implications of John Dewey's views; and 4) democratic theory of knowledge.

46. LOBO, Anthony T. Freedom and Authority in Education --- In: Educational Ideas and their Impact, 386-403. Karachi, Roti Press. 1975.

By the time men developed their thinking powers and began to philosophize, they fell into two camps: those who thought that man was merely a creature of supermatural powers and those who thought him to be the master of his own destiny. One group believed in determinism and the other in freedom. The writer has explained the term "determinism", and has discussed freedom versus determinism in Islam. Mention is made of the Jabarite and Qadirite schools of thought, as well as the ideas of Iqbal on the subject.

The philosophic problem of freedom and determinism arises from the fact that man is both free and determined. If so, there must be place in the education for both freedom and authority. The writer discusses the role of both freedom and authority in education under the headings: 1) freedom and authority as educational aims; and 2) freedom and authority in the process of education.

47. LOBO, Anthony T. Ibne Khaldun's Education Theory --- In: Educational Ideas and Their Impact, 352361. Karachi, Roti Press. 1975.

The life and aims of Ibne Khaldun are briefly mentioned. According to Ibne Khaldun, the main object of education is to prepare men for a successful life in this world as well as in the world to come. According to him, education is the product of two factors: individual nature and culture. He emphasizes the importance of both factors which are called in modern jargon heredity and environment.

The nature and types of education as propounded by Ibne Khaldun are mentioned. It is pointed out that Ibne Khaldun insists on a well-organized system of education of the man from his infancy to adolescence, and divides it into stages. The methods of education as advocated by him are mentioned, and his points of practical significance in the field of education are briefly discussed. It is concluded that Ibne Khaldun's theory of education is a combination of ancient and what we now call modern trends.

48. LOBO, Anthony T. Imam Ghazali's Educational Reforms --- In: Educational Ideas and Their Impact, 327-351. Karachi, Roti Press. 1975.

When Al-Ghazali started his career as a teacher, education was in chaotic state. Even scholars and students were confused in their mind. Ghazali made it his life mission to bring order into this chaos. Ghazali studied each of the groups of truth seekers and pinpointed the strengths and weaknesses of each. With his profound learning and deterimination he succeeded in producing a coherent and clear system of education.

The writer discusses Ghazali's philosophy of education under the headings: 1) some specific contributions to education; 2) Ghazali's general theory of education; 3) the student; and 4) the teacher. It is concluded that the most striking feature of Ghazali's reforms is his integration of moral and religious education with the rest of curriculum.

PROFESSIONAL EDUCATION

49. KHAN, Abdul Jabbar. Commerce Ki Ta'aleem Ki Ahmiyat (Importance of Commerce Education) --- Jang (Karachi) April, 1, 1975 (U).

In developed countries commercial education has been recognized as a technical discipline. In some of the developing countries too, it has been given special importance. All the institutions of commercial education in these countries are directly managed by the Directorate of Technical Education. In Pakistan too, a number of steps were taken to improve the arrangements for commercial education. Now that the present

government decided in earnest to establish heavy industry in the country, it is all the more necessary to open full fledged institutions of commercial education in greater numbers to train the manpower for running the professional institutions.

Arrangements should be made in every university for the practical training of post-Graduate students in Commerce. The period of the training should not exceed six months. This will enable the graduates to equip themselves with the ability and experience required in the fields of industry trade, and business.

50. MAHMOOD, Khalid. Commerce Ki Ta'aleem (Commerce Education) --- Nawai Waqt (Lahore) May 11, 1975 (U).

The importance of commerce education and the development of trade and industry, in the country require that more colleges of commerce education should be opened. Evening classes should also be started in the existing colleges, so that the business community and government employees interested in acquiring this education may go in for it.

Extra seats should be provided in the existing colleges, and special quota should be fixed for female students. As commerce has not been declared a vocational education like other technical subjects, a great number of commerce graduates are out of job. So, Commerce education should be raised to the status of other technical and vocational departments. An All-Pakistan Commerce Education Council should be opened and only commerce graduates should be appointed in commerce colleges.

PSYCHOLOGY

51. HAQ, Fayza. Aptitude Is Not Hereditary --- Morning News (Karachi) April 19, 1975.

It is not always that the teachers or parents feel really bothered about finding out what the young man or woman is fit to pursue as a career. Just because the father is a doctor or lawyer, it is taken for granted that the son should follow in his footsteps and prove good physician or a surgeon or an advocate and so on. Often it happens that a student is made to study mathematics and general science for a future career as a physist or chartered accountant or even a physiotherapist although he may not be keen on being a banker or a doctor as willed and dreamed by his parents and guardians. He will have to swallow large doses of physics, chemistry, biology, etc. What is, therefore, required of the parents is to see what their sons and daughters desire to be, and what subjects they want to study.

52. KHAN, Ghulam Sarwar. The Basic Fallacy in Education System --- Khybar Mail (Peshawar) June 12, 1975.

The present system of education in Pakistan is a system of chances. There are no arrangements for testing the intelligence of the students. All of them get the same education irrespective of their level of intelligence. The taste or aptitude of students is what their parents and teachers choose for them. In America, Britain, and other advanced countries intelligence and aptitutde tests start right from nursery class. Some steps have, of course, been taken to introduce the system of tests, but these tests should be so devised as to fit in with the social and cultural condition of all the regions of Pakistan. A cell in the directorate of education should be opened at the center manned by a sufficient number of pscychologists. The main purpose of this cell should be to prepare all types of tests for education, army, industry, etc.

SCIENCE EDUCATION

53. ABDULLAH, Syed. Sains Ki Tadress Kay Liye Angrezi Zaroori Nahin (English Not Necessary for Teaching Science) --- Nawai Waqt (Lahore) June 1, 1975 (U).

Apart from French, Chinese, Russian and Japanese, which are modern scientific languages, many of the smaller nations of the world whose languages are not fully developed have adopted their own languages as the media of education for their people. None of them ever uses any of the so-called international languages for this purpose. But Pakistan is the only country in the world where English still countinues as the language of culture and learning.

The adoption of any foreign language as the medium of instruction is wrong in principle and useless in practice. It is a patent fact that as a medium of instruction English has failed in Pakistan. Even the mass of students longs to see English replaced by their national language. The increase in the number of failures in English in schools and colleges from 60 percent to 80 percent is proof enough of the fact that English has failed as a medium of instruction in Pakistan.

54. FAROOQI, Zaheerudin. Azmishein Aur Qadr Afriani (Examination and Evaluation) --- In: Tadrees-e-Riazi, 140-150. Karachi, Ghazanfar Academy. 1975 (U).

The method of evaluation and examination is used to judge how far the teaching is successful and how much the students have learnt. Constant evaluation is required for this purpose. Evaluation once in a year will not serve the purpose. Evaluation helps to find out not only the quantam of acquired knowledge, but also the aptitude and interest of the students.

The objectives of evaluation are mentioned. The teacher of mathematics should find out how far these objectives have been achieved. So far as the techniques of evaluation are concerned, it is for the teacher of mathematics either to prepare the evaluation sets himself or to use those already prepared by others. Evaluation is generally of two kinds: one consists of essay type of questions, and the other consists of objective test. There is a brief discussion of the criteria of evaluation and the utilization of its results.

55. FAROOQI, Zaheeruddin. Isharaat-e-Sabaq (Lesson Planning) --- In: Tadrees-e-Riazi, 151-154. Karachi, Ghazanfar Academy. 1975 (U).

A syllabus is divided into topics and lessons. A teacher plans his lessons according to this division and prepares his lessons in the light of the objectives he wants to achieve. So does a teacher of mathematics, keeping in view

the objectives of mathematics teaching. Although a teacher does not have the power of laying down how much should be taught in a year, it lies within his discretion to decide how much should be taught in a day. All he has to do is to cover the full course in one academic year.

Learning involves many things, such as reading, writing, question-answer, and practical work. It is for the teacher to decide when to take which course of action. For good lesson planning a teacher has to decide what he will do in the class room and what work he will take from the students. Some guidelines are presented for successful lesson planning.

56. FAROOQI, Zaheerudin. Riazi Ka Nisab (Curriculum in Mathematics) --- In: Tadrees-e-Riazi, 27-43. Karachi, Ghazanfar Academy. 1975 (U).

Curriculum is prepared in the light of the aims of education. According to report of the Education Commission, our education should insure full development of the child: 1) as an individual; 2) as a citizen; 3) as a worker; and 4) as a patriot to enable him to understand and enjoy the benefits of progress, and scientific discovery and inventions. The writer also briefly discusses the aims of education set out in the new Education Policy which emphasizes the importance of mathematics.

The aims of mathematics teaching in America are briefly mentioned, and light is thrown on our own aims of mathematics teaching. These aims determine the curriculum. A curriculum is prepared in two ways: through topic method and through concentric method. A critical analysis is presented of both these methods. In the end there is a mention of the principles through which critical analysis of the curriculum is made.

57. FAROOQI, Zaheeruddin. Riazi Ki Darsi Kitab (Textbook of Mathematics) --- In: Tadrees-e-Riazi, 129-139. Karachi, Ghazanfar Academy. 1975 (U).

As a teaching aid, textbook has no equal. However, the concept of modern textbook is different from what it was a century ago. Today it is a teaching guide and a set of lessons, whereas in the past it was a storehouse of information.

The nature of the textbook of mathematics is different from that of the textbooks of other subjects. The importance of textbooks of mathematics for students and for teachers is emphasized. The following factors should be kept in view while selecting any textbook of mathematics for the students:

1) matter; 2) organization; 3) style and vocabulary; 4) illustrations; 5) aid for study; and 6) getup and production. These factors are discussed briefly.

58. FAROOQI, Zaheeruddin. Riazi Ki Ta'aleem Ka Nazariya (Theory of Mathematics Teaching) --- In: Tadrees-e-Riazi, 44-54. Karachi, Ghazanfar Academy. 1975 (U).

It is the basic duty of the teacher of mathematics to take active part in the promotion of education. However, this is not an easy task. The mathematics teacher will have to keep in mind various factors and forces that affect the learning capacity of the student and the aims of education he wishes to achieve through his teaching. Mathematics is a continuing discipline, and its new branches are closely related to the earlier branches. Without a good knowledge of previous branches, the grasp of the new ones is almost impossible.

While learning mathematics, a student passes through four elementary stages: 1) grasp of new idea or concept; 2) constant practical application of the new idea to make the grasp perfect; 3) application of the new knowledge; and 4) retention of the new concept. These four basic stages are discussed in some detail with the help of examples.

59. FAROOQI, Zaheeruddin. Riazi Main Masaley Ki Ahmiyat (The Imporance of Problem in Mathematics) --- In: Tadrees-e-Riazi, 114-122. Karachi, Ghazanfar Academy. 1975 (U).

The most important aim of mathematics teaching is to develop in the students the power of thinking, which enables a man to decide for himself. This is the very object of mathematics teaching, and the power of thinking is developed by solving problems.

A 'problem' consists in finding the unknown from the known under certain given conditions. This problem may be very simple for a small boy and may become gradually difficult for students of older age. Many problems of similar nature with a shade of differences are treated as excercise. The writer briefly mentions various properties of mathematical problems. He also points out that students may face four types of difficulties in solving a problem: 1) comprehension; 2) structure; 3) operation; and 4) judgment. These difficulties are briefly explained, and it is shown how a mathematics teacher can help students overcome these difficulties.

60. FAROOQI, Zaheeruddin. Samai-o-Basari Imdad Aur Jama'at Ka Sazo Samaan (Audio-Visual Aids and Classroom Fittings and Furniture) --- In: Tadrees-e-Riazi, 123-128. Karachi, Ghazanfar Academy. 1975 (U).

Many peoples think that the teaching of mathematics requires simply a textbook, a piece of chalk, and a blackboard. This attitude has given a sort of dryness to the subject, and many students try to avoid it. It is to overcome this difference that efforts have been made to use experimental and project methods for the teaching of mathematics and to bring it closer to actual life. It is briefly mentioned how a teacher can make mathematics a practical experience. Direct experience may also be used as effectively as audio-visual aids like slides, cinema and television.

A brief guideline is presented for the use of direct experience and different audio-visual aids in teaching mathematics.

61. FAROOQI, Zaheeruddin. Tadrees-e-Riazi Kay Maqasid (Aims of Mathematics Teaching) --- In: Tadrees-e-Riazi, 9-26. Karachi, Ghazanfar Academy. 1975 (U).

A brief introduction of aims of education is presented. However, the actual aim of education is to prepare a man for leading a full life. Education should enable a man to think correctly, to communicate his thoughts, to pronounce logical judgement, and to discriminate between values.

It is pointed out that the aims of teaching mathematics should cover all the aims of general education, along with special aims of the subject itself. We can divide the aims of mathematics teaching into four categories: 1) utilitarian aim; 2) disciplinary aim; 3) cultural aim; and 4) aesthetic aim. These aims are discussed in some detail. It is concluded that mathematics is primarily taught for the sake of the mental training it affords, and only secondarily for the knowledge of facts it imparts.

62. FAROOQI, Zaheeruddin. Tadrees-e-Riazi Kay Tariqay (Methods of Mathematics Teaching) --- In: Tadrees-e-Riazi, 55-102. Karachi, Ghazanfar Academy. 1975 (U).

It is wrong to suppose that only a good knowledge of a subject is enough for any one to become a good teacher of that subject. This is truer still in the case of the subject of mathematics. Mathematics teaching is comparatively a difficult job, and a

teacher of mathematics should not only have complete knowledge of the subject, but also he should be well versed with the teaching methods of mathematics, and should have sufficient practice in the art of teaching. This practice he can gain by selfteaching, by a careful study of the experience of others, by meeting with experienced teachers, and by observing the ways of experienced teachers.

The writer has discussed in detail the various teaching methods: 1) the analytical and synthetic methods; 2) the inductive and deductive methods: 3) the Heuristic method; 4) the laboratory method; 5) the project method; and 6) the program instruction method.

TEACHERS

63. ALI, Mohammad Zulfiqar. Adhoc Lectureron Ki Mustaqli (Confirmation of Adhoc Lecturers) --- Musawat (Lahore) June 28, 1975 (U).

The present government has introduced far-reaching reforms in the educational sector of the country. In the current budget for the Punjab, special attention has been given, after agriculture, to the development of education. The lecturers of nationalized colleges have been made permanent and promoted to higher posts according to their seniority. The question of adhoc lecturers, however, remains unsolved.

They have been serving the nationalised and other government colleges for a very long time. Instead of confirming them, the authorities have thought it wise to terminate their services, despite the fact that nearly one thousand posts of lecturers are still vacant in different colleges of the province, and about 720 new posts have been sanctioned in the new budget. Strangely enough, these adhoc lecturers have been asked by the Department of Education to appear before the Provincial Public Service Commission as fresh candidates. They will be retained if they are approved by the Commission. This policy of the Department of Education has created very much resentment among adhoc lecturers.

64. ASGHAR, Khuda Bakhsh. Oriental Teachers Ka Maqam (Status of Oriental Teachers) --- Musawat (Lahore) June 6, 1975 (U).

It was expected that after the establishment of Pakistan English would be gradually replaced with Urdu as the medium

of instruction. But even after twentyeight years, neither Urdu has been given its rightful place, nor the status of Urdu teachers has been raised. English still continues as the official language of the country. Arabic and Persian are continuing as optional subjects in educational institutions, while English is a compulsory subject. The future of oriental teachers appears to be dark indeed, because, there is little likelihood of English being purged from our institutions as the medium of instruction. Urdu, Arabic, and Persian, which are our religious and cultural languages, should be made compulsory in all educational institutions, and the status of oriental teachers should be brought at par with that of the teachers of other secondary schools and colleges.

65. HUSAIN, Saba. Railway Iskool Kay Asateza Ki Mushkilaat (Difficulties of Railway School Teachers) --- Hurriyat (Karachi) April 23, 1975 (U).

The lot of teachers employed in Railway Schools is pitiable indeed. The Railway Department is running a number of primary and secondary schools for the welfare of its employees in the various parts of the country. But the Railway Department has no reasonable and consistent policy for them governing this section of its employees.

One of the misfortunes of the teachers is that they belong neither to the cadre of the Railway employees, nor to that of the Education Department. Most of the teachers in Railway schools hold M.A. and M.Ed. degrees, but they have no prospects of promotion because the number of Railway schools is very limited. The Department maintains no seniority list of the teachers, and thus it is not possible to promote anyone to the selection grade. In many schools, only one headmaster or headmistress works two shifts a day. This practice scares away the teachers from the post of headmaster or headmistress, which is so coveted in the Education Department.

66. KALIM, M. Siddiq. The Role of the Teacher --- In: Pakistan a Cultural Spectrum, 200-205. Lahore, Arsalan Publication. 1973.

Much has been written on the role of the teacher in our society. An analysis of such writings often reveals confused thinking on the teacher society relationship. The society expects a good deal from him without any real desire on its part to create for him congenial conditions. In spite of many efforts to better the lot of teachers, their status remains as low as ever. It may be argued that money is not every

thing. But "simple living and high thinking" too need a minimum amount of income today. In our society the teacher does not enjoy any social status. It is idle to expect him to play an effective role in our social life.

The role of the teacher in the moulding of the society is discussed briefly, and it is shown how a teacher can play an effective role in the proper upbringing of the new generation.

67. KARIM, Fazal, Retirement Ki Umr Ka Mas'ala (The Problem of Retirement Age) --- Nawai Waqt (Lahore) April 2, 1975 (U).

While determining the retirement age for the university professors, our government should keep in view the examples of other developed countries. In America and England, no professor is retired before completing the age of 65. In other countries like Norway, Sweden, and Switzerland, the retirement age of a professor is 70. In Germany, a professor remains a professor till his death. In some developing countries also the retirement age of a professor is 60 or 65. Pakistan should also follow this practice and should retain the services of professor till he reaches the age of 65. The government should also take note of the fact that recurrent changes in the University Act only serve to create bitterness and uneasiness among the teaching staff.

68. RIZVI, Ali Akhtar. Iskoolon Kay Asateza Aur Mara'at (School Teachers and Facilities) --- Mashriq (Karachi) April 30, 1975 (U).

There is no doubt that with the nationalization of schools, the economic donditions of teachers have improved, but there are still certain problems which need immediate attention of the provincial and central governments. The most important problem is that of retirement of teachers. In private institutions, teachers used to work till the age of sixty. But after nationalization, they have to retire either on reaching the age of 58 or after completing 25 years' service.

There is no justification for retiring a teacher when he reaches the age of 58 years. In this matter, teachers should not be treated on the analogy of other government employees, because their experience grows with age. Retirement rules should be revised as early as possible.

69. SALIM, Nisar Ahmad. Ustad Ka Veqar (Prestige of Teacher) --- Nawai Waqt (Lahore) April 1, 1975 (U).

It should not be said in so many words that no society can progress without the help and cooperation of teachers. Unfortunately, however, our teachers do not enjoy the status and prestige in the society which their counterparts enjoying abroad. So long as the status of our teachers, remains what it is, education will remain a despised profession.

The head of an institution should also realize the fact that he is basically a teacher. Administration is his added responsibility. He should not overlook the fact that his real duty is to teach the students and build their character. The more he works with devotion, the more the institution that he belongs to will gain in respect and popularity. Other teachers will also follow his example and work hard. If, on the contrary, the head of an institution wastes his time in politics and does not hold his colleagues in respect, teaching will suffer and the institution will become the hot bed of politics.

TEACHING METHODS AND MEDIA

70. CHUGHTAI, Nasir Beg. Urdu Zaria-e-Ta'aleem (Urdu - Medium of Instruction) --- Musawat (Lahore) May 29, 1975 (U).

Urdu has not yet been made the medium of instruction in our educational institutions. In some collges, the teachers deliver lectures only in English. This is one of the reasons why we are still backward in the educational field as compared to other nations. The Urdu College in Karachi, where students are taught through the medium of Urdu, has proved beyond doubt that Urdu has all the potentialities of a good medium of instruction in arts, commerce, and science subjects. During the twentyfive years of its existence, hundreds of thousands of students have completed their education through the medium of Urdu and are now actively participating in every field of national life. Let this experiment be tested in other educational institutions as well. The government should not hesitate to change the medium of instruction from English to Urdu. This question needs immediate attention.

71. ISLAM, Mohammed. Urdu Zari'ai Ta'aleem (Urdu Medium of Instruction) --- Jang (Karachi) June 11, 1975 (U).

There is no denying the fact that even smaller and underdeveloped countries of the world feel proud of imparting education in

their respective mother tongues. Perhaps the only exception is Pakistan which still clings to a foreign language. There is no better medium of education for anyone than one's own mother tongue. Our students, who are forced to study in a foreign language, have to learn two languages at a time, Urdu and English. According to statistics, about 40 percent Pakistani students fail in many subjects simply because they are not proficient in English. Experiments have shown that primary, secondary and higher education in all subjects including scientific and technical subjects, can easily be taught in the Urdu language.

TECHNICAL EDUCATION

72. IQBAL, Masood. Admission in Engineering College --- Sun (Karachi) May 25, 1975.

In Karachi there are 600 first divisioners of Higher School Certificate Pre-engineering, out of whom only 280, that is not even half the total numbers got admission to two Engineering Colleges of the city. It is strange that when all the first divisioners of Pre-Medical subjects can get admission to colleges, the first divisioners of Pre-Engineering go unprovided for.

The scheme of National Cadet Corps (N.C.C.) was introduced in only a few colleges of Karachi, and only a limited number of students could avail this opportunity. These students were given 10% marks during admission. This 10% increase would have been acceptable if the N.C.C. was introduced in all the colleges, and every student was allowed to join the N.C.C. According to rules, only those students are eligible for 10% increase who complete full two years' N.C.C. training, whereas 10% increase has been given to students with only 3 to 6 months' training.

73. IQBAL, Masood. Pre-Engineering Kay First Divisioners Talaba Ka Dakhla (Admission of First Divisioners of Pre-Engineering) --- Mashriq (Karachi) June 17, 1975 (U).

Unrest exists in Karachi among the students of the pre-engineering group who obtained first division in the Intermediate examination held in 1974. Most of them have been deprived of admission in the Engineering Colleges. There are three such Colleges in the province of Sind, namely: 1) N.E.D. Engineering College; 2) National College of Engineering and

Technology, and 3) Nawabshah Engineering College. The total number of seats in these colleges is 822, while the number of first divisioners in the province is 678. It means that even if all the first divisioners are admitted, 144 seats would be left over. If 136 seats go to the second divisioners of the rural areas, 8 seats would still remain vacant. In view of this, the authorities concerned should be able to give admission to all first divisioners of Karachi.

74. KHAN, Amir Zaheer. Pakistan Mei : Engineering Ki Ta'aleem (Education of Engineering in Pakistan) --- Musawat (Lahore) May 22, 1975 (U).

Practical training is not imparted to students either in Engineering Colleges or in Polytechnic institutes. The students take the admission in Engineering Colleges after F.Sc. or B.Sc. and in Polytechnic institutes after Matric. At both places attention is paid to theory to the neglect of practical training.

In Germany and other European countries, students are imparted practical training before they enter the Engineering Institutions. It is compulsory for all. There is no such arrangement in Pakistan.

TEXTBOOKS

75. AHMED, Raja Ghalib. New Textbooks --- Pakistan Times (Lahore) April 24, 1975.

In the light of the new education policy, our textbooks are now based on the central idea that any field of educational activity which is projected in a textbook has to be production and work-oriented. Another factor which we have kept in view is the standard of educational content provided in the textbooks. In order to catch the spirit of the new textbooks it would be necessary to change the pattern of our teacher training program. If they catch the real spirit of the new education policy and its orientation, it would be possible for them to guide the students toward new fields of thought and action.

There is a common criticism that changes in the textbooks and curriculum are made too frequently in the country. Those who say so do not realize that the process of learning is basically the discovery of truth through day-to-day knowledge and practice. A textbook has to be primarily a thing of the

present, because the piece of knowledge and information which it contains becomes almost redundant in a few years time. Developing countries like ours cannot ignore the process of change and advancement of knowledge.

76. WASEEM, M. Tariq. Prices of Textbooks --- Pakistan Times (Lahore) April 4, 1975.

The charge of fixing high prices of textbooks should be dismissed as unjust and unsound. The Board's pricing methodology is so formulated that it earns almost an insignificant share in the first price set. A textbook is a joint venture of the Board, publisher, printer, bookseller, author, etc., and each one makes its own contribution to its production and gets its due share in the ultimate price fixed by the Board. The most important single factor responsible for the rise in the prices of textbooks is the runaway inflation which is now a world-wide phenomenon. The Board has taken a number of measures to keep down the price level of textbooks.

WOMEN'S EDUCATION

77. BOHRA, Iqbal Husain. Dehati Khawateen Ki Ta'aleem Ka Mas'ala (Problem of Education for Rural Women) --- Jang (Karachi) June 18, 1975 (U).

Our women folk in the country sides who form a substantial part of our population, still go without even elementary education. Unfortunately, nothing has been done so far to educate them. It is high time immediate attention is paid to start schools of adult education, particularly female education, in rural areas.

The present government has taken steps to provide adult education for women in the rural areas as a part of its compaign against illiteracy. The provincial government of Sind alone has opned about five thousand centers for adult education, where, according to a conservative estimate, four hundred thousand persons would be taught to read and write. The government has also speeded up its efforts to spread education among women living in rural areas.

78. JUNAID, Shahwar. Pakistan and Women Education --- Pakistan Times (Lahore) April 13, 1975.

In the past two decades, schools for girls have been established in the rural as well as the urban areas of Pakistan. The pace of development of primary education facilities has accelerated. But the sort of education the girls receive in schools is generally irrelevent to their actual needs and circumstances, and it has no lasting impression on them. Such schooling concentrates merely on making children literate in the shortest possible time without creating in them the urge to possess a book. It is, therefore, not surprising that out of the total female school-age population, 30% are enrolled in primary schools but only 3% reach the middle school level.

It must be remembered that 75% of these school drop-outs live in rural areas. Migration from rural to urban areas creates additional problem for the uneducated women involved in the change. Upper class women continue to have a strangely ambiguous attitude toward education. Unfortunately, the idea has taken root that no one, least of all women, could possibly wish to work and be active. So, in order to enable women to put their education to practical use, men should be educated.

GENERAL

79. AHMED, Munir. Tools of Education --- Pakistan Times (Lahore) May 12, 1975.

The Punjab Education Minister's disclosure that a comprehensive program will be launched from the beginning of the next year to consolidate the existing educational institutions through the expansion of physical facilities is reassuring. The last three years have seen a phenomenal rise in the number of schools and colleges, but a corresponding increase in teaching facilities in the shape of books and equipment has not occurred. This situation, together with the shortage of trained teachers, has visibly affected the quality of education. A crash program to make teachers conversant with the principles, aims, and objectives of vocational education is soon to be launched. There is hardly any need to emphasize that this and such other schemes should be implemented on a priority basis. To ensure that educational innovations are introduced on schedule and facilities for this purpose are available on time, a high-powered committee should be set up in the Education Ministry for periodically reviewing the progress.

80. HAQ, Fayza. Bad Teachers and Worse Students --- Morning News (Karachi) May 10, 1975.

The system of education in Pakistan is abstract and far from practical. The teaching, again, is not a serious matter here as it is in the West. The teachers here barely manage to hop, skip and jump through the courses and are preoccupied with constantly bemoaning over their lack of adequate pay and promotions. The sense of dedication and of an identity of their own is not sufficiently developed among our teachers. The personal equation between the teachers and the students barely exists. To roll out the lecture, and collect the salary, and be recognized in society is the be-all and end-all of our teachers. At the first possible opportunity they abondon their academic career and go in for something more paying.

81. HUSAIN, Akbar. Educational Tools --- Dawn (Karachi) May 5, 1975.

The increasing emphasis in education on the practical and utility aspects necessitates an appropriate change in the courses of study as well as instructional methodology. A beginning has already been made during the current year in classes 1 to 111 and in some technical subjects in classes up to VIII. By 1977 the scheme will be extended to class 10 and finally to class 12 by 1979.

Educational planning at the elementary stage leaves a great deal to be desired. The basic needs in the area are school buildings, teachers' training facilities, and books and teaching aids. According to educational planners, over a period extending from 1972 to 1980, a total of 2,35,000 additional primary teachers will require training besides the present 1,65,000 who need training facilities. If primary education is to be taken seriously, an ambitious teachers' training program will have to be mounted in the coming years. As regards the textbooks, the present standards are for too low. The position in respect of scientific and technical books is even worse. Unless the deficiency is made up, the quality of school education will remain as poor as ever.

82. MAHMOOD, Khalid. Nizam-e-Ta'aleem (System of Education) --- Musawat (Lahore) April 28, 1975 (U).

Although more than twentyfive years have elapsed since we achieved independence, our educationists have failed to

arrive at a decision as to which language should be adopted as the medium of instruction in the country. Every government that came to power in the past, pledged that the medium of instruction would be Urdu. This, however, has not happened. It appears that our educationists are not yet convinced that Urdu has all the potentialities of an official language, because they have not yet prepared books on technical subjects in Urdu.

Another evil that needs to be curbed is the general practice of the teachers to compel to take help from the 'guides' and to engage their teachers for private tuition. This is one of the causes of the deterioration in the standard of teaching as well as of learning.

83. NAQVI, Akbar. Teaching Art --- Sun (Karachi) April 27, 1975.

As the new College of Arts is to be shortly opened in Karachi, education of art has become the subject of discussion. Teaching of art, when it is good, aims at acquinting the students with the modes and methods of the masters, as well as generating enthusiam for learning from them and aspiring after excellence. In drawing up the curriculum for an art college, it is necessary to ensure the student's widest and richest exposure to the climate and methods of art in a right historical perspective. There is an aspect of art teaching according to which a student is given instruction in the use f of the basic tools and material of his art. In the case of painting, he must be taught not only the proper use of brush but also its different uses in the hands of the masters, past and present. In order to make the proposed College of Arts a success, provision must be made to select artists and send them abroad for necessary training and exposure. Thus, they will at least have the opportunity of seeing works of art, old and contemporary.

84. NOOFI. Ustad Aur Shagird Kay Rishtey (Relationship of the Teacher and the Taught) --- Mashriq (Karachi) May 19, 1975 (U).

It is unfortunate that now-a-days teachers do not find time to correct the copies of their students after school hours. They are busy earning money by private tuition or by writing and editing syllabus books, guides, and keys. This is the reason why the relationship between the teachers and the students has become weak these days. This weak relationship and lack of mutual understanding have contributed much to the lowering of the standard of education. The first thing, therefore, that the teachers are required to do is to come closer to their students and try to solve their problems with sympathy and understanding.

85. SHAH, Jahangir. Students Complain of Problems Galore --- Morning News (Karachi) May 3, 1975.

Students in Pakistan have their own problems. Chief among these is that teaching in educational institutions is not up to the standard they desire. As is quite well-known, many of our degrees are not recognized in many parts of the world. Most of the students feel embarrassed about this fact. They feel that if the teachers took more interest in them, the standard of education would be much higher. They complain that the teachers take no interest in teaching seriously. The result is that the students have to go for tuitions to the teachers, who exploit them by charging fantastic fees for their special interest. This results in frustration among the students and directly or indirectly leads to indiscipline and rowdyism in examination centers.

EDUCATION GOALS (Special Section).

86. AHMAD, Raja Ghalib. Thoughts on Our Educational Reconstruction --- Pakistan Times (Lahore) June 1, 1975.

The new education policy formulated by the Government for the first time has at least in its rudimentary from accepted the implications of the basic principle that education as a whole is nothing but a system of experience, and a constructive blending of thought and action for better and lasting results. In other words, it has been accepted for the first time that true knowledge and learning are always work and production-oriented. It generates constructive action and purposeful results. Thought devoid of corresponding fruitful action in any form, has very little point in the process of education. Our educational system has to be remodelled and reshaped in such a manner that a happy blending of 'Thought' and 'Action' becomes a well-integrated movement to rediscover and release the latent energies of our youth.

87. HUSAIN, Ali. Hamari Ta'aleem Aur Nazaria-e-Pakistan (Our Education and the Ideology of Pakistan) --- Nawai Waqt (Lahore) May 14, 1975 (U).

Even after several educational reforms and repeated changes in the curricula and the system of examinations, majority of students coming out of the colleges and universities are as indifferent as ever to the ideology that formed the basis of Pakistan. They know very little about their religion and the ideology that brought the country into existence. The

reason of this national tragedy is that the leaders of public opinion pay only lip service to Pakistan ideology but avoid to practise it in their daily lives. The present curriculum should, therefore, be revised thoroughtly, and the subject of Islamic and Pakistan ideology must be taught from the primary to the higher level.

88. HUSAIN, Anwar. Ta'aleemiMaidan Mein Yeksaniyat (Uniformity in Educational Field) --- Nawai Waqt (Lahore) June 30, 1975 (U).

It is in the fitness of things that after the nationalization of all educational institutions including those under the Contonment Boards, separate syllabi, separate media of instruction, and separate system of examination should be done away within all the government, missionary, and public schools. It is ridiculous to maintain in one country two different systems of education in contents, modes, and objects.

89. HUSAIN, Shahid. Qaumi Maqasid Aur Nisab-e-Ta'aleem (National Objectives and Syllabus) --- Jang (Karachi) May 17, 1975 (U).

It is time our educationists, teachers, and administrators of the Education Department take up the task of reforming and overhauling the entire system and syllabi of education with revolutionary zeal. Great responsibilities lie on them, because on them depends the future of our coming generation. This important work cannot be left to the chairmen of the secondary and provincial textbook boards, who have failed to do what was expected of them.

The textbooks prepared by them and by the people working under their supervision are not up to the mark. They fulfil neither the pragmatic nor the ideological objectives of Pakistan. The present situation demands that a coherent and uniform syllabus should be framed for the whole country.

90. KALIM, M. Siddiq. Cultural Education --- Pakistan Times (Lahore) April 6, 1975.

Our educational system has not contributed anything to the cultural training and development of our students. Nobody has ever thought of making any provision in the instructional pattern for the emotional satisfaction of the young childern. Curriculum designing should also provide for the physical and esthetic education of the young. Physical education has,

of course, always been a part of the school curriculum up to the higher secondary level, but it has never been taken seriously. The new education policy, however, aims at introducing art education at all levels of school curriculum. Art and craft training should be included in the syllabi as a non-examining subject at least up to class VIII. Art and craft education can go a long way in shaping the character of the youth if it is used as a supplement and not as a substitute. Such education will give equal occasion both for group activities and individual pursuits.

91. KALIM, M. Siddiq. Educational Ethic --- In: Pakistan a Cultural Spectrum, 206-210. Lahore, Arsalan Publications. 1973.

Although the percentage of literacy in the country is still very low, there has been a lot of expansion in the educational field from the primary to the university stages. This expansion has created certain problems. The first problem is that of standards. Expansion is very necessary, but at the same time we must maintain at least certain minimum educational standards at all levels, so that educational expansion does not defeat its own purpose. This demands honesty and integrity on the part of both the teacher and the taught. Today the students already have many distractions and attractions. It is for the teachers and the parents to keep them under control by educating their minds and shaping their personality in an atmosphere which should be at the same time progressive and moral. In order to raise the educational standard the writer presents various suggestions discussing our examination pattern, the question of academic freedom, the importance of research and inquiry, the modes and patterns of our society, and the need for inculcating the right attitude in young students.

92. KALIM, M. Saddiq. Education and Economic Development --- In: Pakistan a Cultural Spectrum, 218-235. Lahore, Arsalan Publications. 1973.

For more than a century now, economists have been suggesting a relationship between education and economics. The modern concept of education is closely linked to economic growth, and consequently new educational ideals and techniques have been evolved. Today education has become a great instrument in our hands for the overall development of the country.

Developing countries like Pakistan have to shift their emphasis to scientific and technical education on the one hand and

agricultural and commerical education on the other hand. Nonetheless, it does not mean that Humanities are to be ignored. A planned educational effort, distributing emphasis correctly according to stages and levels of education, can alone help us make our education really productive economically as well as socially. Educational and socio-economic reforms have to be introduced together to complement each other.

93. KALIM, M. Saddiq. Ideology of Education --- In: Pakistan a Cultural Spectrum, 195-199. Lahore, Arsalan Publications. 1973.

Pakistan is a developing country aspiring to become a welfare state. Our educational system should therefore reflect this national aspiration. The Education Commission's report published in 1960 was the first serious effort at devising a system of education in consonance with our national character and aspirations. The report laid stress on two features: the clear enunciation of the ideology of Pakistan, and an equally clear emphasis on the acquisition of latest scientific and professional techniques.

There is a brief discussion as to how these two rival claims can be reconciled in actual practice, and what efforts are being made in this direction. It is concluded that only a clear-cut ideology can reform our educational system as well as improve our standards, both social and economic.

94. KALIM, M. Siddiq. The student Unrest and Educational Reforms --- In: Pakistan a Cultural Spectrum, 211-217. Lahore, Arsalan Publications. 1973.

Student disturbances are a comparatively recent phenomenon occurring in many parts of the world. Various educationists have already dealth with it in intellectual terms which appear to be valid and convincing. The student unrest, though universal, assumes different character in different countries.

It has been widely realized that our present educational system needs a thorough revision. It has failed in educating the youth in the real sense. The maladies of our educational setup are mentioned briefly, and cures are suggested. It is suggested that the whole educational process ought to be something like a cone, with the widest possible base and an extremely narrow spire at the top. Beyond the basic level, education should become progressively selective, and finally a real intellectual privilege at the university level. It is concluded that half measures will not suffice to eradicate student unrest.

95. KARIM, Fazal. Bemaqsad A'ala Ta'aleem (Purposeless Higher Education) --- Nawai Waqt (Lahore) May 10, 1975 (U).

One of the unfortunate examples of the pruposeless higher education is that a great number of students take their M.A. degrees in more than one subjects, but go jobless. The new universities, which have been opened in the country, are running on the same old lines. These institutions should introduce subjects on new technology instead of traditional scientific branches. For instance, there is no need to open the departments of Physics and Chemistry, because these subjects are taught in many universities and colleges of the country.

Ceramic technology, foundry technology, computer engineering, and gas and petroleum engineering are the subject that should be introduced as early as possible. We have experts who are capable of teaching these subjects. One subject on science should also be made compulsory for the students of arts, so that they could qualify for admission in technical institutions. This measure might subdue the craze for running after purposeless higher education.

96. KAZI, Manzoorul Haq. Moral Role of Education --- Daily News (Karachi) April 8, 1975.

Education is a system and a process to improve and perfect the moral standards of society and save the succeeding generations from drift toward a state of self-piety. This is not only a process by which a teacher develops in his pupils new capacities of habits and tastes, but also a process by which a state modifies the behaviour of its citizens to conform to higher moral standards. The objectives of education is to teach the youth to discriminate between good and evil, to discover truth, to galvanize the inner potentialities of resistance to alien authority, and to submit to inner compulsions of conscience for greater service of humanity.

Undoubtedly, every society needs teachers and reformers. But, unfortunately, the status of teacher in our society is very low. He is low paid, but charged with high responsibility of improving the moral standard of society. It is obvious that without religious and moral education we cannot improve and perfect the conduct of our young generation. Our educational institutions and our syllabus lay very little emphasis on religious education. Religious education should, therefore, be introduced right from primary to the higher standards.

97. LOBO, Anthony T. Educational Problems of Pakistan --- In: Educational Ideas and Their Impact, 404-428. Karachi, Roti Press. 1975.

In Pakistan Islamic ideology should form the basis of education. The founder of Pakistan wanted Islamic ideology to inspire every aspect of our national activity, and to achieve this end, he wanted education to play a pivotal role. To infuse the ideology of Islam into education it was proposed in 1948 by the then education minister that: 1) the spirit of scientific inquiry should not be divorced from the spirit of religion; 2) Islamic history should have an important place in the curriculum; 3) study of Muslim culture and tradition should be undertaken; 4) study of Pakistan ideology should be made compulsory.

The Education Commission Report of 1959 gives a good account of the educational problems of Pakistan. The proposals and recommendations of the report are discussed. The new education policy is discussed in some detail, and light is thrown on the present educational problems and the way they should be tackled.

98. LOBO, Anthony T. Religious & Moral Education --- In: Educational Ideas and Their Impact, 259-281. Karachi, Roti Press. 1975.

Before the British rule, there was no separation between religious and secular education in this subcontinent. The British introduced the system of strictly neutral education. However, when Pakistan came into being, the need for religious education increased because; 1) Pakistan is an ideological state; 2) our culture and traditions have strong religious roots; 3) religion claims to discern the meaning and purpose of life; and 4) religion provides for the fulest development of the child. The aims of religious education are briefly mentioned and the relation between the religious and moral education is mentioned. The writer has also given his reasons for and against linking religious with moral education.

The wirter discusses moral education and secular education at some length.

99. MEKHRI, G.M. Our Educational System --- Morning News (Karachi) April 25, 1975.

For the last full 27 years, we have been minimizing the importance of rationalism and secularism in our educational curricula. Our system has taken our student population

nowhere near intellectual and moral development. We see that foreign universities are chary of giving recognition to our degrees. We cannot explain the ever-increasing malpractices and violence in our educational instituions. We are clearly going against the evidence of our senses, that is, a non-factual, non-rational and non-secular system of education is so revolting to the innately rational, essentially secular and clearly fact-hungry modern mind. Naturally the students have lost faith in all things except the will to have their own way at any cost. But we seem to be still bent upon further emphasising and reinforcing the very approach that has for the last 27 years spelt ethical and intellectual disaster to the youngsters.

100. MIRZA (N) S.P. Curriculum Development and Textbooks --- Pakistan Times Lahore) April 24, 1975.

The recent social and economic changes have accelerated the gradual evolution of the school curriculum. In a developing country, curriculum development is a fore-runner of change in the education policy, and it cannot be left to the discretion of the practitioner. Imparting of factual knowledge is becoming less important. With the spread of education, especially of educational opportunities, a number of new subjects are being introduced for imparting training in some of the newer skills.

The new problem of courses carry their own implications for the curriculum as a whole, such as the production of textbooks and the finding of necessary time. If the curriculum becomes overcrowded the possibility of choice of subjects increases. This involves the problems of school organization. The textbooks always play an important role as far as promotion and implementation of a new curriculum is concerned. Satisfactory results can be achieved through a package deal consisting of new textbooks, use of audio-visual adis, and training of teachers. It is unfortunate that the training of teachers is lagging behind. The activities connected with the concepts and contents have not been undertaken, and the desired impact of the new co-ordinated approach has not been attained.

101. NAZLI, Fauzia. Hamara Nisab (Our Syllabus) --- Musawat (Lahore) April 27, 1975 (U).

One of the greatest defects in our syllabus is that it has nothing to do with our day-to-day life. Whatever a child

read in his book, is falsified by the actual facts of life he comes across all around him. Thus the syllabus looks meaningless to him, and he tries to find an escape from his books, school, and teachers. Contrary to this, in European countries, every child is at liberty to do whatever he likes. He is not loaded with books and forced to study by his parents and teachers. In view of these facts, educationists and the authorities should revise the present syallabus and make it more meaningul. Particularly, the syllabus of the primary level needs to be revised and changed immediately.

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